

Butler University
World Language Education
Evaluation of Student Teaching

Student Teacher _____ **Date** _____

Cooperating Teacher _____ **School** _____

Supervisor _____ **1st Placement** _____ **OR 2nd Placement** _____

The assessment form below focuses on the ACTFL/NCATE 6 Standards and their alignment with curriculum, instruction and assessment. Based on observation of your student teacher's performance and/or examination of his/her records and other product outcomes, please assess his/her development of the following competencies as an entry level teacher. Please assess your student teacher's performance in each area using the scale defined below:

N/A	This is an area that was not observed, is not applicable or should not be assessed at this time.
(1) Emerging	The student teacher may be showing this skill occasionally but struggles with it or the student teacher should have demonstrated the skill, but did not. Performance is not at the anticipated level for this <i>point in his/her development</i> and still needs much improvement. Intervention is needed.
(2) Basic	The student teacher performs this skill at an acceptable or basic level for a teacher <i>at this point in his/her development</i> but needs to continue to grow in this area.
(3) Competent	The student teacher performs this skill competently <i>at this point in his/her development</i> and continues to develop in this area.
(4) Proficient	The student teacher is highly proficient with this skill <i>at this point in his/her development</i> and demonstrates it frequently and with ease.

The candidate can:

	Visit 1 / /10	Visit 2 / /10	Visit 3 / /10	Visit 4 / /10
Language, Linguistics, Comparisons				
demonstrate a satisfactory level of proficiency in target language in the classroom.				
use the target language almost exclusively (at least 90% of the time).				
avoid the use of translation by using a variety of verbal and non-verbal strategies such as circumlocution, body language, and visuals to enhance student comprehension.				
incorporate at least two of the communicative modes—interpretive, interpersonal and presentational--in most lessons.				
adapt and use culturally authentic materials, designing tasks appropriate to the level of instruction.				
integrate language, culture and content within a thematic context.				
Cultures, Literatures, Cross-Disciplinary Concepts				
integrate culture into instruction by engaging students in exploring the relationship between and among cultural products, practices, and perspectives.				
provide opportunities for students to engage in cultural observation and analysis.				
use literary and/or artistic works to provide insights into cultural practices, products and perspectives.				

	Visit 1 / /10	Visit 2 / /10	Visit 3 / /10	Visit 4 / /10
Language Acquisition Theories and Instructional Practice				
state language and cultural objectives that indicate what students will know and how they will use what they know by the end of the lesson.				
create a student-centered classroom; encourage risk-taking.				
adapt instructional practices for diverse learners.				
teach grammar as the vehicle for using the target language to communicate; grammar is not the focus of the unit or lesson.				
promote higher order thinking through unrehearsed communication, inductive grammar and cultural exploration tasks.				
provide opportunities for students to practice oral interpersonal communication in pairs and in small groups; engage students in negotiating meaning.				
introduce and practice vocabulary in context.				
Integration of Standards into Curriculum and Instruction				
integrate foreign language standards into planning, instruction and assessment.				
provide opportunities for students to practice oral interpersonal communication in pairs and in small groups				
provide opportunities for students to interpret authentic oral and printed texts				
engage students in written interpersonal and presentational communication				
make connections between other school subjects and foreign language instruction				
provide opportunities for students to interact with target-language communities through a variety of means such as technology and authentic materials				
Assessment of Languages and Cultures				
implement formative and summative assessments in all 3 communicative modes				
design presentational mode tasks that have real world value outside of classroom				
assess students' progress through contextualized assessment practices				
use a variety of error-correction strategies and use them when appropriate				
provide opportunities for self-assessment				
guide learners in a variety of metacognitive strategies				
Professionalism				
create a classroom environment that supports language learning and acquisition				
show willingness to engage in self-reflection; open to new ideas				
participate effectively as a language professional in school and community settings and within the larger foreign language profession				
display enthusiasm for K-12 language learning and language advocacy				

Copies should be provided to the following:

Student Teacher/Cooperating Teacher/University Supervisor

The original goes to: Teacher Education Office